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Guide préparé à l'intention des personnes qui s'inscrivent au programme de certificat à temps partiel en formation des maîtres de l'enseignement professionnel, à l'Université McGill. Ce programme de trente crédits, qui s'étend sur une durée de trois ans, constitue la première partie du programme de baccalauréat en formation des maîtres de l'enseignement professionnel. Après avoir décrit sommairement la structure et le contenu du programme, le document présente les objectifs des quatre modules d'enseignement de la première session (Curriculum - Teaching methods - Evaluation - Organization and management). Il comprend aussi des textes et des exercices destinés à familiariser le futur étudiant avec le contenu de ces modules.

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ORIENTATION HANDBOOK

BACHELOR OF EDUCATION (VOCATIONAL) PROGRAM

PART-TIME CERTIFICATION PHASE

ORIENTATION SERIES

VOLUME I

E D U Q 8270445

ORIENTATION SERIES VOLUME I

ORIENTATION HANDBOOK

PART-TIME CERTIFICATION PHASE

BACHELOR OF EDUCATION (VOCATIONAL) PROGRAM

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May 1980

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Dr. David D. McWethy, McGill Univer[illegible]

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INTRODUCTION

This Handbook has been prepared to provide information and activities to assist the vocational teacher in preparing for entry into the university program in Vocational Teacher Education, Part-Time Certification Phase.

General Objectives:

1. *Identify and describe the content and context of the program to which you have been admitted.*
2. *Complete activities relevant to the first course to be pursued upon entry to the program.*
3. *Experience working with a learning activity package, such as this one, on an in-service basis and provide feedback on its applicability and effectiveness.*

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Module II - Teaching Methods.....Orange Section

Module III - Evaluation.....Yellow Section

Module IV - Organization & Management..... Green Section

OVERVIEW

BACHELOR OF EDUCATION (VOCATIONAL) PROGRAM

You are being admitted to the 90-credit Bachelor of Education (Vocational) degree program, the first 30 credits of which comprise the Teacher Certification Phase.

The Teacher Certification Phase requires just over two years to complete on a part-time basis. It begins with a 4-week summer session followed by courses completed during the teaching year; a second 4-week summer session; a second year of courses during the teaching year; and a final 4-week summer session.

All candidates, regardless of their vocational teaching subject specialty, take the same courses during the Teacher Certification Phase. Assignments in these courses are, however, related to your specific teaching area. The courses must be taken in the sequence outlined on page vii--the prerequisite to a subsequent course is the successful completion of the preceding one. Successful completion requires a "C" grade or better.

Requirements for entry into and continuation in the Part-Time Teacher Certification Phase are, as you know, the possession of a valid Provisional Teaching Authorization, specifying a vocational subject, and a current teaching contract to teach secondary school vocational subjects for at least 50% of the daily teaching load. Should your Provisional Teaching Authorization expire at any time during the Certification Phase, it is your responsibility to ensure that steps are taken to renew it. Should your teaching contract not be renewed for a teaching year during the Certification Phase, you will be obliged to withdraw from the program. You will, of course, be able to re-enter the program at the point at which you withdrew should you receive a contract to teach subjects in your vocational area in a subsequent teaching year. (See your program adviser for further details.)

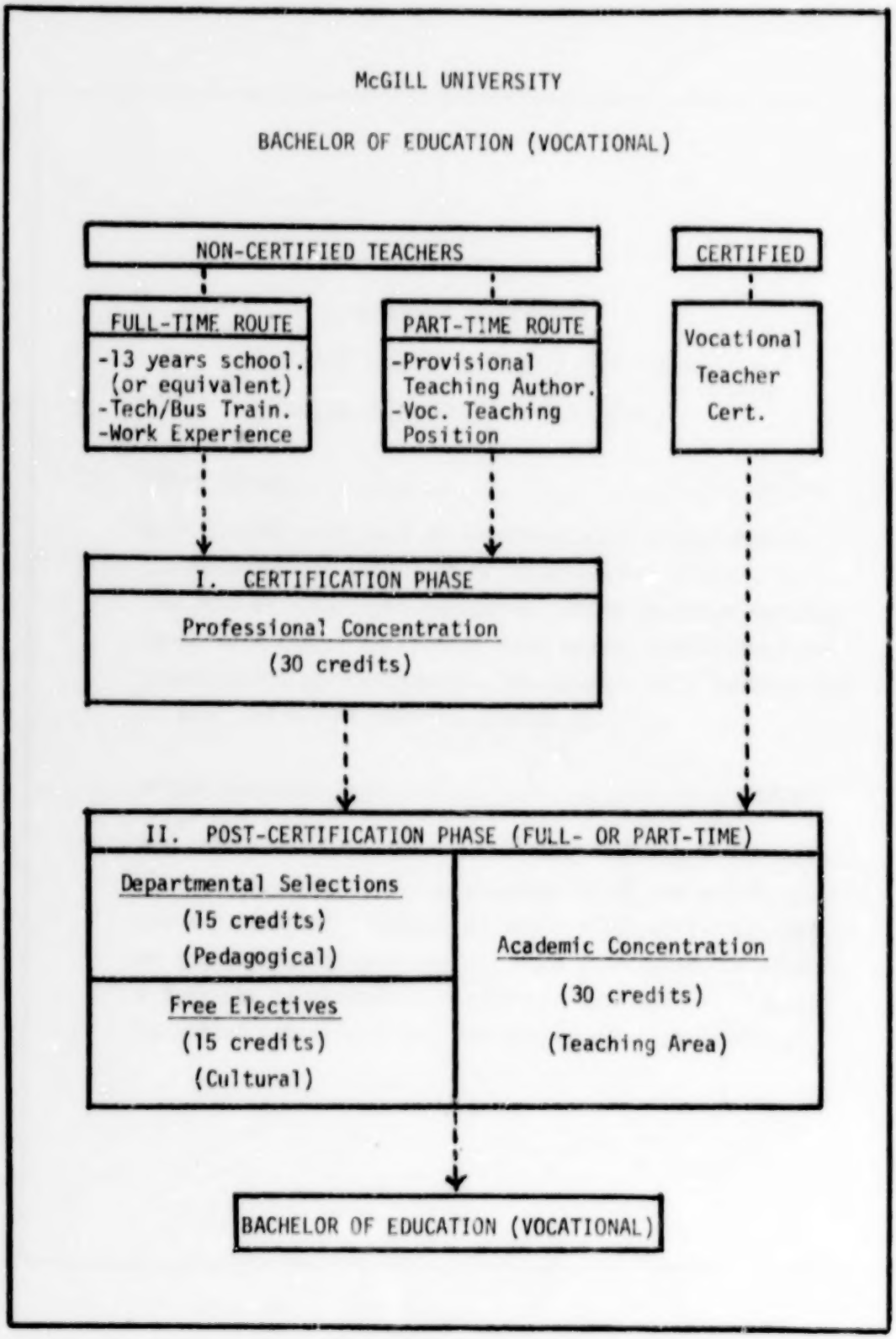
You may be required to show proof of competency in the English language prior to recommendation to the Ministry of Education for the Quebec Teaching Permit or Diploma in Vocational Education. To be eligible for a permanent Quebec Diploma, it is necessary to be a Canadian citizen. For further details on this, please refer to page 15, Quebec Teacher

Certification, 1981-82 Faculty of Education Calendar, McGill University.

Upon completion of the 30-credit Teacher Certification Phase, you may be eligible to enter the Post-Certification Phase to complete the remaining 60 credits leading to the degree of Bachelor of Education (Vocational).

The Post-Certification Phase is pursued on a part-time basis as well. Courses fall into three components as follows:

1. Academic Concentration - Courses directly applicable to the subject matter taught in the secondary school. Includes experiences within the industrial and business milieu. 30 credits.
2. Departmental Selections - Courses normally pursued within the Division of Vocational Teacher Education relating either to special methodologies of teaching or to vocational education in general. 15 credits.
3. Free Electives - Courses chosen by the student in conjunction with an adviser from any courses within the university which carry credit. 15 credits.


McGILL UNIVERSITY
BACHELOR OF EDUCATION (VOCATIONAL)
NON-CERTIFIED TEACHERS
CERTIFIED
FULL-TIME ROUTE
-13 years school. (or equivalent)
-Tech/Bus Train.
-Work Experience
PART-TIME ROUTE
-Provisional Teaching Author.
-Voc. Teaching Position
Vocational Teacher Cert.
I. CERTIFICATION PHASE
Professional Concentration
(30 credits)
II. POST-CERTIFICATION PHASE (FULL- OR PART-TIME)
Departmental Selections
(15 credits)
(Pedagogical)
Free Electives
(15 credits)
(Cultural)
Academic Concentration
(30 credits)
(Teaching Area)
BACHELOR OF EDUCATION (VOCATIONAL)

SEQUENCE OF COURSES

PART-TIME TEACHER CERTIFICATION PHASE

BACHELOR OF EDUCATION (VOCATIONAL)

1. *FIRST SUMMER*.....*6 CREDITS*

Your studies will take an interdisciplinary approach to the theories and practices of teaching and learning in the area of vocational education. There are four modules: teaching methods, curriculum development, evaluation, and organization and management. Assignments will be directed to your individual teaching specialty.

2. *DURING TEACHING YEAR*.....*6 CREDITS*

You will participate in a supervised field course arranged by the University with the cooperation of the school where you are teaching. Members of the faculty will visit you on the average of once per month at your school to observe a full day of classes. In addition, you will be required to attend seminars at the University twice per semester.

3. *SECOND SUMMER*.....*6 CREDITS*

You will complete an integrated study of introductory concepts of media strategies and of research and development in the teaching of vocational subjects. Emphasis will be placed on individual project development in your teaching specialty.

4. *DURING TEACHING YEAR*.....*6 CREDITS*

You will build upon preceding studies and experiences in research in vocational education, instructional technology and in-school advisory sessions. A study of the trends in vocational education in Quebec and relevant Federal and Provincial regulations will also be undertaken. In addition, you will attend seminars at the University twice per semester.

5. *THIRD SUMMER SESSION*.....*6 CREDITS*

You will culminate your studies in the Teacher Certification Phase with activities and discussions relating to adolescent psychology and general issues and topics in vocational education, many of which are based on the collective interests and needs of the class.

TOTAL.....*30 CREDITS*

FIRST SUMMER SESSION
PART-TIME TEACHER CERTIFICATION PHASE
BACHELOR OF EDUCATION (VOCATIONAL) PROGRAM

The focus of this handbook is on information and activities to prepare you for the First Summer Session course. As previously noted, there are four modules:

I. Curriculum Development

II. Teaching Methods

III. Evaluation

IV. Organization and Management

The balance of this handbook will be divided into the four modules noted above. You are asked to read each module carefully and to complete the activities. By doing this *prior to the start of the Summer Session*, it is hoped that -

(a) you will obtain an insight into the types of activities you will encounter, and

(b) you will be better prepared to undertake the course work.

PLEASE TURN TO MODULE I AND PROCEED THROUGH THE ACTIVITIES.

A SAMPLING OF

MODULE I

CURRICULUM

MODULE DESCRIPTION

The Curriculum Module is organized to give you the basic principles of curriculum development in vocational education--principles which will permit you to organize your course content into a pattern of learning experiences most meaningful and worthwhile to your students.

GENERAL OBJECTIVES

-Review the structure of vocational education in Québec.

-Study the principles of curriculum development.

-Organize curricular units and lessons.

-Compare and use selected curriculum references.

-Outline a curriculum.

MODULE I ACTIVITIES

1 (A) Read list of vocational education sectors.

(B) List profiles for your sector.

2 (A) Study chart of secondary school programs.

(B) Define terms used on chart.

3 Prepare a resource file of curricular materials.

NOTE: WHEN COMPLETING EACH ACTIVITY, PLEASE READ THE INTRODUCTION AND THEN FOLLOW THE INSTRUCTIONS OUTLINED IN THE BOXES.

MODULE I ACTIVITIES

ACTIVITY 1: VOCATIONAL EDUCATION IN QUEBEC'S SECONDARY SCHOOLS

Normally, persons entering the vocational programs at university would have a background applicable to one of the vocational specializations commonly taught at the secondary school level in Québec.

1 (A)

READ THROUGH THE LIST OF VOCATIONAL EDUCATION SECTORS ON THE NEXT PAGE TO OBTAIN AN IDEA OF THEIR VARIETY AND DISTINCTIVENESS.

1 (B)

DO YOU KNOW THE PROFILES WITHIN YOUR SECTOR? **LIST** THEM ON THE RESPONSE SHEET ON PAGE 5.

ACTIVITY 1 (A)

LIST OF 17 SECTORS* REPRESENTING VOCATIONAL EDUCATION IN QUEBEC'S SECONDARY SCHOOLS

Source: 04 Handbook - Secondary Education
Technical and Vocational Education
Ministry of Education, Québec

SECTORS:

610-000	Agriculture
620-000	Forestry
630-000	Commercial Fishing
640-000	Health Services
710-000	Furniture and Construction
730-000	Electrotechnology
750-000	Hydrothermics
810-000	Technical Drafting
820-000	Motorized Equipment
840-000	Machine Shop Technology
910-000	Foods
920-000	Beauty Care
930-000	Industrial Sewing and Clothing
940-000	Building Protection and Maintenance
950-000	Business Education
010-000	Applied Arts
020-000	Printing

*THERE ARE 158 DISTINCT VOCATIONAL TRAINING PROFILES INCLUDED WITHIN THESE 17 SECTORS.

ACTIVITY 1 (B) ANSWER SHEET

SECTOR_____

PROFILES:

MODULE I ACTIVITIES

ACTIVITY 2: VOCATIONAL EDUCATION IN QUEBEC'S SECONDARY SCHOOLS

As you are aware, the secondary school system is now undergoing significant changes. These changes will be discussed during the course; however, in order to enable you to place these changes in perspective, the chart on the next page illustrates the system as it was prior to the present transitional state.

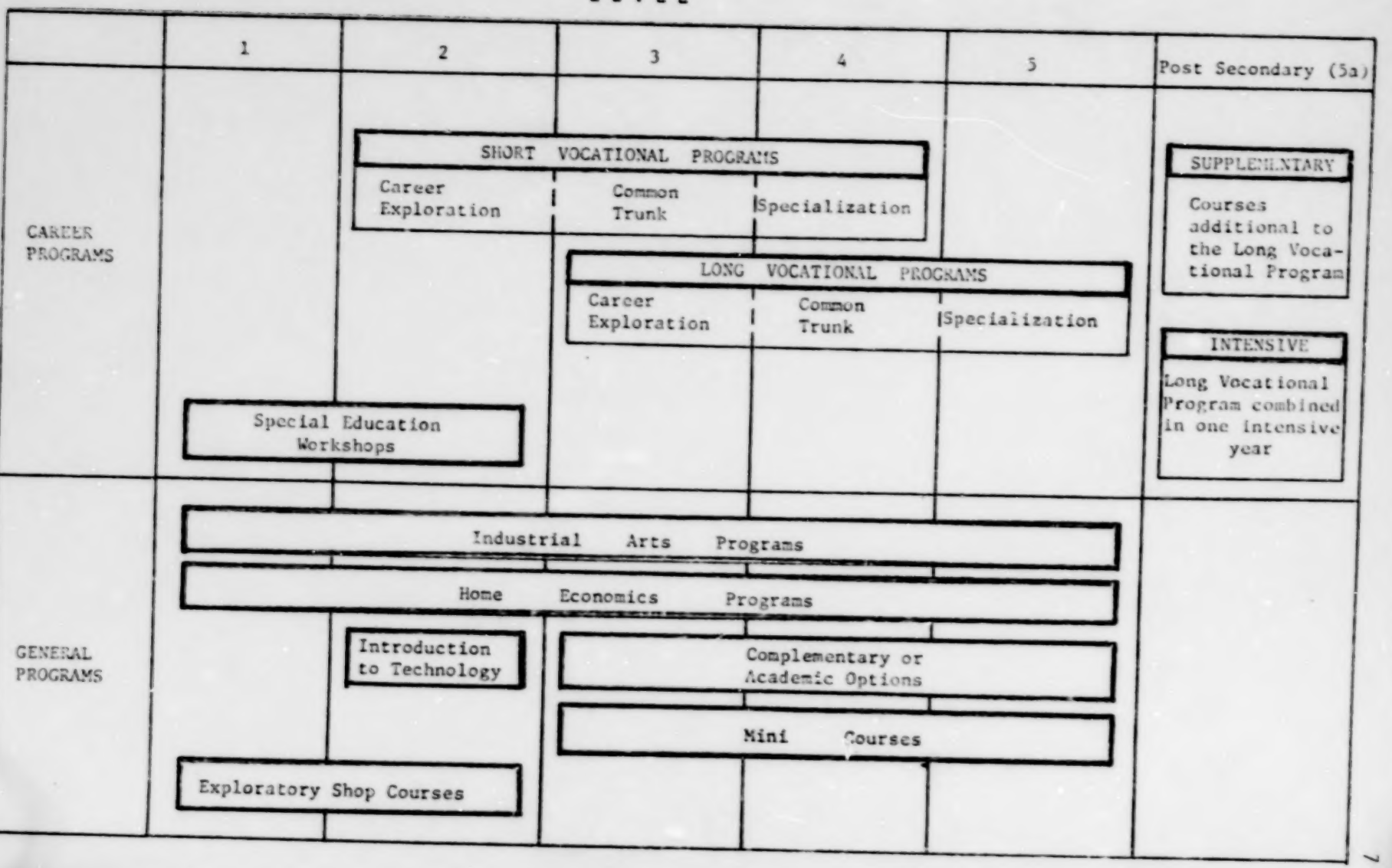
2 (A)

STUDY THE CHART ON THE NEXT PAGE WHICH DIAGRAMS SECONDARY SCHOOL EDUCATION PROGRAMS IN QUEBEC PRIOR TO THE PRESENT STATE OF CHANGE.

2 (B)

DEFINE SOME OF THE TERMS USED IN THE CHART. THE ANSWER SHEET ON PAGE 8 LISTS THE TERMS TO BE DEFINED.

SECONDARY SCHOOL PROGRAMS



ACTIVITY 2 (B) ANSWER SHEET

INSTRUCTIONS: Explain in your own words your understanding of each of the following terms in relation to vocational education programs. (These terms will be discussed in class.)

EXPLORATORY

INTRODUCTION TO TECHNOLOGY (ITT)

HOME ECONOMICS (H.Ec.)

LONG VOCATIONAL COURSES (LVC)

SHORT VOCATIONAL COURSES (SVC)

COMPLEMENTARY

SUPPLEMENTARY

INTENSIVE

BUSINESS EDUCATION

TECHNICAL EDUCATION

MODULE I ACTIVITIES

ACTIVITY 3: CURRICULUM RESOURCE FILE

Curriculum references and a variety of resources are needed in preparing a curriculum in your area of specialization. You will be asked to prepare a curriculum during the course and these references should prove useful to have on hand.

3

GATHER TOGETHER INFORMATION ON CURRICULUM TO BRING WITH YOU TO THE COURSE. INCLUDE CURRICULAR MATERIAL YOU HAVE USED OR DEVELOPED; E.G., YOUR SCHOOL'S CURRICULUM GUIDE TO COURSE CONTENT, A COPY OF THE MINISTRY'S "RECUEIL DES PROGRAMMES D'ETUDE," ETC.

P L E A S E C O M P L E T E *

SUMMARY OF ACTIVITIES

MODULE I - CURRICULUM

No.	Activity	Completed
1 (A)	Read list of vocational education sectors	_____
1 (B)	List profiles for your sector	_____
2 (A)	Study chart - secondary school programs	_____
2 (B)	Define terms used on chart	_____
3	Prepare resource file of curricular materials	_____

Approximate time to complete module activities _____

YOU MAY NOT HAVE COMPLETED ALL OF THE ACTIVITIES. NOTE BELOW THE REASONS.

Activ. No.'s

_____ *Instructions not clear; not sure what is required.*

_____ *Unable to (or too difficult to) locate references needed to complete activity.*

_____ *Did not have time to complete activity.*

_____ *Not applicable to my vocational area of* _____ *because* _____

_____ *Other; please specify:* _____

_____

*TEAR OUT COMPLETED SHEET AND GIVE TO COURSE INSTRUCTOR DURING FIRST WEEK OF COURSE.

A SAMPLING OF

MODULE II

TEACHING METHODS

MODULE DESCRIPTION

The Teaching Methods Module is designed to introduce you to the theory and practice of lesson planning and the use of specific instructional techniques.

You will be introduced to an instructional model, the components of a lesson plan, the specification of instructional objectives, and the use of specific instructional procedures. You will have opportunities to prepare lesson plans for your teaching area and to conduct lessons that will be videotaped and critiqued--this latter activity is referred to as micro-teaching.

GENERAL OBJECTIVES

-Demonstrate your understanding of the specified instructional principles and techniques studied in the module by completing the prescribed assignments.

-Demonstrate your ability to plan and conduct meaningful, well-organized, student performance-oriented lessons in your teaching subject by presenting micro-lessons to fellow students.

MODULE II ACTIVITIES

1 (A) Read excerpts from given text material.

(B) Write advantages and disadvantages of lesson plans.

2 (A) Study chart on instructional process.

(B) Study terms and definitions relating to chart.

(C) Take self-test.

3 (A) Read micro-lesson assignment sheet.

(B) Study checklist for a demonstration lesson.

NOTE: WHEN COMPLETING EACH ACTIVITY, PLEASE READ THE INTRODUCTION AND THEN FOLLOW THE INSTRUCTIONS OUTLINED IN THE BOXES.

MODULE II ACTIVITIES

ACTIVITY 1: LESSON PLANS

One important component of the Teaching Methods Module is the planning and execution of lessons.

1 (A)

READ THE EXCERPTS FROM TEXTBOOKS ON PAGES 3 TO 6.

1 (B)

IDENTIFY AND WRITE AT LEAST TWO POSSIBLE ADVANTAGES AND TWO POSSIBLE DISADVANTAGES ASSOCIATED WITH LESSON PLANS. USE RESPONSE SHEET ON PAGE 8.

OPTIONAL

WANT TO REFRESH YOUR STUDY SKILLS?

THE FOLLOWING IS A STUDY HINT TO HELP YOU IN READING TEXT MATERIAL. YOU CAN APPLY IT TO ACTIVITY 1 (A) WHICH FOLLOWS.

STEP 1: Read only TITLES and SUBTITLES (in dark print) to get an overall view of what will be covered in the reading material.

STEP 2: Read the first HEADING (in dark print) aloud. Say aloud what you think will be discussed after this heading; then read the section silently.

STEP 3: When you have finished reading a section silently, SUMMARIZE the main points aloud. If you cannot do this, go back to Step 1. After you have summarized the first section, go on to the next, repeating Steps 2 and 3.

EXCERPTED FROM OBJECTIVES & METHODS FOR SECONDARY TEACHING BY PIERCE AND LORBER. PRENTICE-HALL INC., 1977.

PROS AND CONS OF LESSON PLANNING

Teachers have been debating the pros and cons of lesson planning for years. The main reason no agreement has been reached is that both sides are able to support their positions with convincing arguments. Those teachers who favor lesson plans, for example, include the following points among their arguments:

1. Lesson plans specify the instructional objective of the lesson and thus help keep the main purpose of the lesson clearly in focus.
2. By containing all of the important content, lesson plans help assure that no crucial points will be inadvertently omitted;
3. Lesson plans include teaching-learning activities that were determined to be most likely to help students achieve the instructional objective(s), thus eliminating, or at least decreasing, the need for improvisation.
4. Lesson plans provide a basis for determining how effective particular teaching-learning activities were in helping students achieve particular objectives, and thus provide a basis for modifying instructional methods.
5. Lesson plans facilitate long-range planning by providing a record of what was taught during each lesson, thus assisting in maintaining continuity.
6. Lesson plans are essential if a substitute teacher is to do more than conduct a supervised study period in the teacher's absence.

Opponents of lesson plans have an arsenal of arguments to support their position, including:

1. Lesson plans are largely unnecessary since most teachers already know what and how they are going to teach.
2. Once teachers go to the trouble to write a lesson plan they may tend to follow that plan as closely as possible, rather than feel free to capitalize upon immediate student interests.
3. Planning lessons takes an inordinate amount of time, and this time could be better spent doing content-area research or gathering instructional material.
4. The presence of a lesson plan can cause complications when a teacher chooses to deviate from the plan and an administrator expects the plan to be followed.

5. Once a series of lesson plans are written, if any lesson goes much faster or slower than was anticipated, subsequent plans must be modified or scrapped, thus wasting time and effort.

Obviously, both sides have some sound arguments. There are, however, three other points that teachers should keep in mind. The first is that since it is generally not possible to individualize all instruction, some group instruction will be necessary. Second there is little doubt that lesson plans help beginning teachers to feel more at ease and confident in the classroom, and therefore help them to be more effective. Third, many school systems and individual principals require their teachers to prepare written lesson plans, and some go so far as to require that those plans be approved before they are implemented.

LESSON PLAN COMPONENTS

Objectives

Teachers write lesson plans primarily to increase their effectiveness in helping students to learn, or, to be more precise, to increase their effectiveness in helping students achieve specific instructional objectives. It therefore follows that a crucial component of a lesson plan is the instructional objective. It is the objective that states exactly what students will do at the end of the lesson.

The prime source of objectives for lesson plans is the master list of objectives the teacher and students generated for the course or unit. If, when these original objectives were written, the teachers wrote them so they could be achieved within single class periods, no difficulty is encountered when transferring objectives from the master list to the lesson plans. Certainly low-level cognitive objectives such as: "The student will be able to list, in writing, at least three components of a lesson plan," are amenable to such transfer since students can achieve them within a single class period; but unit and course objectives frequently reflect final behaviors and thus must be broken down into subobjectives before they can be used in daily lesson plans. It may be possible for the teacher to use the complex objectives as they are and have the lessons carry over to another day; but more likely the teacher will divide the complex objectives into a number of less complex, enabling or en-route objectives, each of which becomes an objective for an individual lesson plan.

There are at least three reasons teachers should try to avoid carrying a lesson over to a second day. The first is that the longer the wait between the use of particular teaching-learning activities and the assessment of student performance resulting from those activities, the less sure the teacher can be that his or her teaching resulted in student learning. Waiting even one day,

for example, can enable numerous variables to affect student performance. Without accurate information concerning the effectiveness of instructional methods, teachers are less able to modify, and thus to improve, those methods.

The second reason is that stopping properly in mid-lesson is easier said than done. Under ideal circumstances lesson closure includes summarization, review, student demonstrations of competence, and a report to students concerning their progress. This kind of closure provides students with a feeling of accomplishment and serves as an impetus to further learning. Some elements of the ideal closure will have to be omitted or at least modified if the lesson is carried over to a second day. The degree to which students achieve a feeling of accomplishment and are able to continue the lesson on the following day depends greatly upon what kind of closure the teacher provides. If the teacher anticipated the problem and built into the lesson plan a series of possible stopping points (which is tantamount to writing a series of mini lesson plans), and if the teacher has kept track of the time, he or she can provide for a summarization and review and can lay the groundwork for the next day's lesson. Teachers who do not plan for this contingency may find themselves trying to make one last point after the class should be over and half the students are out the door. In this case the value of the time and effort committed to the lesson may be in jeopardy.

The third reason concerns effective time utilization. When a lesson is carried over to a second day it is difficult to determine how much time will be needed to complete the old lesson and how much time will be available for new work. If teachers continually find themselves with awkward blocks of time left at the end of class periods and are unable to improvise or plan activities for those blocks (for example, by giving individual help to students), they will have to deal with growing student boredom and its attendant problems. (Interestingly, the problems of excess time and student boredom sometimes result from the use of instructional objectives that are too simple or too easily achieved.) It is best to avoid carrying lessons over to a second day and instead to break complex objectives into less complex enabling or en-route objectives. One example of such a subdivision is provided below.

Suppose the teacher and students saw value in developing the ability to analyze lessons on the basis of what actually took place in comparison with what the teacher had *intended* to take place. An objective reflecting this ability might be, "The student will observe a one-hour lesson and, using a copy of the plan for that lesson, write an in-class paper that cites each instance of difference between the lesson as taught and the lesson as planned."

While this objective may seem reasonable at first glance, a second look reveals that if students are to observe carefully what is going on in the class and compare that with the plan for that lesson, they will miss some

differences while they write down their observations. The problem could be avoided by dividing the original objective into two subobjectives:

1. The student will observe a lesson taught within a single class period and take sufficient notes to enable him or her to compare the observed lesson with the plan for that lesson with respect to objective, content, and teaching-learning activities; and
2. The student will, using any notes, write a paper of no more than four pages comparing the observed lesson with the plan for that lesson citing specific instances of differences between what was observed and what was planned with respect to objectives, content, and teaching-learning activities.

These two enabling objectives provide sufficient time for students to demonstrate the desired competencies and are therefore suitable (at least in that respect) for use on individual lesson plans.

One source for objectives for impromptu lesson plans is unexpected events. Although the vast majority of lessons will be planned before they are taught, events sometimes occur that should rightfully pre-empt planned lessons. When these events occur it is the teacher's responsibility to devise and share instructional objectives so that the efforts of the class to capitalize upon the learning potential of the interrupting event are focused on some clearly understood goal. Teachers proficient in this skill can make the difference between an unexpected event causing confusion in the classroom and the same event becoming the basis of an interesting and profitable learning experience.

Content

The content of a lesson plan is dictated by the objective, and consists of the actual information (the facts, definitions, explanations, etc.) that students will need to achieve competency. Teachers should not try to write into the content every single thing that will be covered, nor should they try to rely on the content portions of a lesson plan for information with which they are not familiar. The functions of the content component are to help assure that in the midst of a hectic or complex lesson the teacher does not unintentionally omit crucial points, and to provide a means of insuring the relevancy of the content with respect to the objective.

The *form* of the plan will depend upon the teaching-learning activities selected. A lecture, for example, is most facilitated by a word or phrase outline of factual information. A discussion moves most smoothly if the plan consists of key statements, examples, and pivotal questions with possible answers. Activities such as demonstrations or experiments can progress according to plan with a content component consisting of procedural steps and descriptions, while art lessons might require limited verbal, but exten-

sive visual content, such as slides or pictures. Regardless of the form of the content, it should still contain the minimum data students will need to achieve the objective.

Some instructional objectives require that students demonstrate a skill that is not dependent upon specific content. Once the basic information concerning that skill has been conveyed, other lessons may provide students with practice in that skill although the "content" for these lessons may have little or nothing to do with the original objective. For example, examine the following objective: "The student will write a computer program that will use at least two nested do-loops, will run in less than two minutes, and will result in an accurate printout." Aside from the technical information necessary, the content on the printout could consist of anything from information about a company's payroll requirements to an airline's flight schedule. Trying to concoct hypothetical content on the spur of the moment as a vehicle to develop a skill can be a nerve-wracking experience, and because this procedure is prone to error, it can seriously weaken an otherwise strong lesson. Depending upon the objective, either or both kinds of content may be needed.

Teaching-Learning Activities

The teaching-learning activities are those in which the teacher and students will engage during a particular lesson to facilitate achievement of the lesson plan's objective. Often teaching-learning activities will be implied by the instructional objective. In most instances the teacher will want to select activities that will provide students with either analogous practice or equivalent practice, or both.

For example, if an instructional objective was, "The student will describe, in one paragraph each, at least four ways information can be fed into a computer," appropriate activities might include a short demonstration or filmstrip concerning input modes (to provide basic information), a discussion during which students could suggest examples, a review period to allow students to review main points orally (analogous practice), a time during which students would actually write short explanations of input modes (demonstration of the stated competence), and a short session in which students receive feedback through a discussion of selected student responses.

Five separate teaching-learning activities were included in this single lesson. By selecting a variety of activities the teacher provides for a "change of pace," thereby reducing the possibility of students becoming bored. Of course, in the hands of the master teacher one activity may be used consistently without boredom and in the hands of a poor teacher all the activities described may become deadly. It is a good idea, however, to look back periodically through lesson plans to see if there has been too much reliance on just one or two types of activities.

Materials

Occasionally the teacher will wish to use instructional materials that are not readily available in classrooms. A delineation of these items (such as films, projectors, models, collections, etc.) in the lesson plan, serves to remind the teacher to make sure the required materials are available when they are needed. Since not all lessons will require special materials or equipment, it is not necessary to include this component in every lesson.

Evaluation

In the description of teaching-learning activities above, one of the activities listed was student demonstration of the stated competence. Since the point of the lesson plan is to help students achieve a particular competence, it is obvious that it is essential to have planned the demonstration of that competence as the basis for evaluating the lesson. Ideally, this demonstration should be a part of the lesson on that day, but it may take place at a later time.

The evaluation component may contain space for the teacher to write comments relative to student achievement of the objective, the reaction of the class to particular teaching-learning activities, and possible ways in which the lesson could have been improved.

Time

Since the teacher will be operating within certain time limitations, he or she may want to assign approximate lengths of time to each of the planned activities. This procedure is particularly helpful for beginning teachers since they often have a great many details requiring their attention and sometimes lose track of time. It can be a shock to hear the dimissal bell ring or to be informed by a student that the time is gone and realize that the lesson is only partially completed.

Miscellaneous Components

Since lesson plans reflect the needs of the particular teachers who write them, not all plans have the same components. Most lesson plans provide for an instructional objective, content, and teaching-learning activities, and many contain sections for materials, evaluation, and time estimations. Other components are often included, however, that are not as common. Because they are largely self-explanatory, they are listed here with no discussion: homework assignments; date; title of course and/or subject; grade level; title of the unit; and special announcements; preassessments; preliminary tasks. Additional components may be added at the teacher's discretion.

EXCERPTED FROM DEVELOP A LESSON PLAN, MODULE B-4, THE CENTER FOR VOCATIONAL EDUCATION, THE OHIO STATE UNIVERSITY, 1977.

THE WHY'S AND HOW'S OF LESSON PLANNING

In all of the literature, no two educators agree completely on the content and form of a lesson plan; however, the one point they all agree on is that **all** teachers need to do some form of lesson planning.

Why is daily lesson planning so vital to the teaching process? The overworked analogy of the cook in the kitchen shows why. Novices attempting to create an edible meal need to know when the meal is to be served and how much time each item needs to cook before they can know when to start each item. They need recipes to show them how to prepare each item. These recipes indicate **time, quantities, order.** They need to know what foods go best with other foods to make a well-balanced meal. In other words, they need to plan in advance. As these cooks become more and more proficient, their planning stages may become less visible to an onlooker, but they are still there; they just come more easily since they have developed the habit of thinking in planning patterns.

Likewise, beginning teachers need to prepare thorough plans to guide their instructional efforts. In order to make a plan, you have to think through (1) where you're going, (2) how you're going to get there, and (3) how you'll know when you've arrived. You are visualizing just what you will do when you walk into the classroom. In addition, through good planning you can anticipate problems and plan, in advance, to eliminate or overcome them. You have probably had the experience of studying for an exam and feeling you really **knew** the material—that is, until you were asked to **use** it on the test. At this point, you realize that you were just **aware** of the material. When you have to explain material to someone else, an in-depth comprehension of the material is needed; this takes careful planning, and through the planning process one really masters the material. Planning also allows you to anticipate what your needs will be for supplies, tools, equipment, and other support materials. All of these organizational efforts are ultimately a **time saver.** As you plan on paper, you will weed out the extraneous and save the essential.

In the classroom, the plan serves as a handy guide during the presentation. The fact that your lesson is well planned should give you confidence, give your students a sense of security, and give your lesson a sense of purpose and direction.

Finally, since daily plans grow out of unit plans[1] or weekly plans, daily plans help keep the teacher on track in his/her overall goals, thus providing for continuity in the course and in student learning.

1. To gain skill in unit planning, you may wish to refer to Module B-3, *Develop a Unit of Instruction.*

ACTIVITY 1 (B) RESPONSE SHEET

INSTRUCTIONS: Based on the readings you completed in Activity 1 (A), explain at least two possible advantages and two possible disadvantages associated with lesson plans.

ADVANTAGES

DISADVANTAGES

MODULE II ACTIVITIES

ACTIVITY 2: A SYSTEMS APPROACH TO INSTRUCTION

It is helpful to attempt to conceptualize a complete inst ctional process initially and subsequently to examine its parts in relation to the whole. The chart on the next page attempts to present a picture of a complete instructional process.

2 (A)

STUDY THE CHART ON THE NEXT PAGE. FIRST, NOTE THE NAMES OF THE FOUR MAIN INSTRUCTIONAL COMPONENTS LISTED ACROSS THE TOP OF THE CHART. THEN, STARTING WITH COMPONENT 1, NOTE THE FUNCTION AND COMPOSITION OF EACH COMPONENT. ALSO, NOTE THE RELATIONSHIP OF THE COMPONENTS TO ONE ANOTHER.*

2 (B)

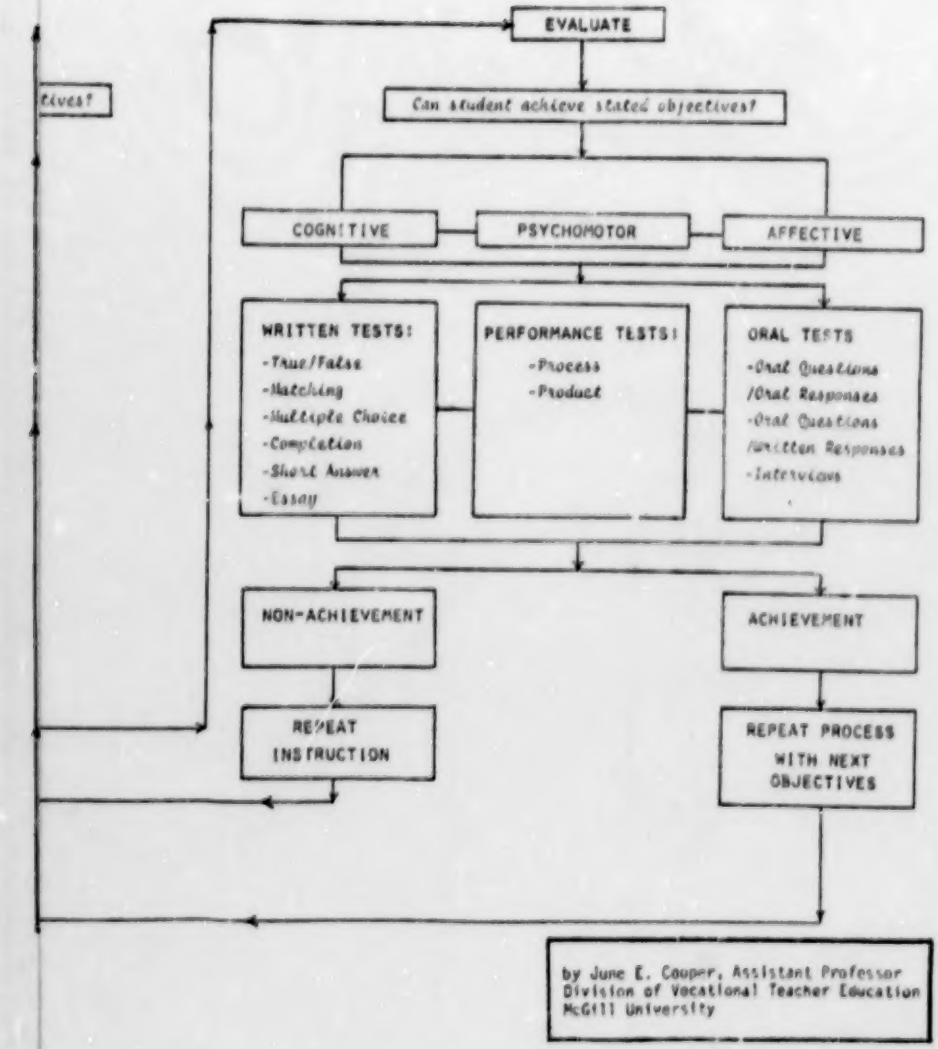
STUDY THE TERMS AND DEFINITIONS ON PAGES 11 AND 12. THESE TERMS RELATE TO THE CHART YOU STUDIED IN 2 (A) ABOVE.

2 (C)

WRITE ANSWERS TO THE QUESTIONS ON PAGE 13. THEN CHECK YOUR ANSWERS WITH THE ANSWER KEY PROVIDED.

**IF YOU ENCOUNTER DIFFICULTY READING THE CHART, WRITE DOWN YOUR QUERIES TO PRESENT IN CLASS FOR CLARIFICATION.*

COMPONENT 4



by June E. Cooper, Assistant Professor
Division of Vocational Teacher Education
McGill University

COMPONENT 3

INSTRUCT

...ll enable student to achieve stated objectives?

INTRODUCTION:
- Orient Student
- Arouse Student Interest

DEVELOPMENT:
- Procedures and Aids
- Content/Key Points
- Student Activities
- Oral Questions

SUMMARY:
- Review Key Points

COMPONENT 4

EVALUATE

Can student achieve stated objectives?

COGNITIVE | PSYCHOMOTOR | AFFECTIVE

WRITTEN TESTS:
- True/False
- Matching
- Multiple Choice
- Completion
- Short Answer
- Essay

PERFORMANCE TESTS:
- Process
- Product

ORAL TESTS
- Oral Questions /Oral Responses
- Oral Questions /Written Responses
- Interviews

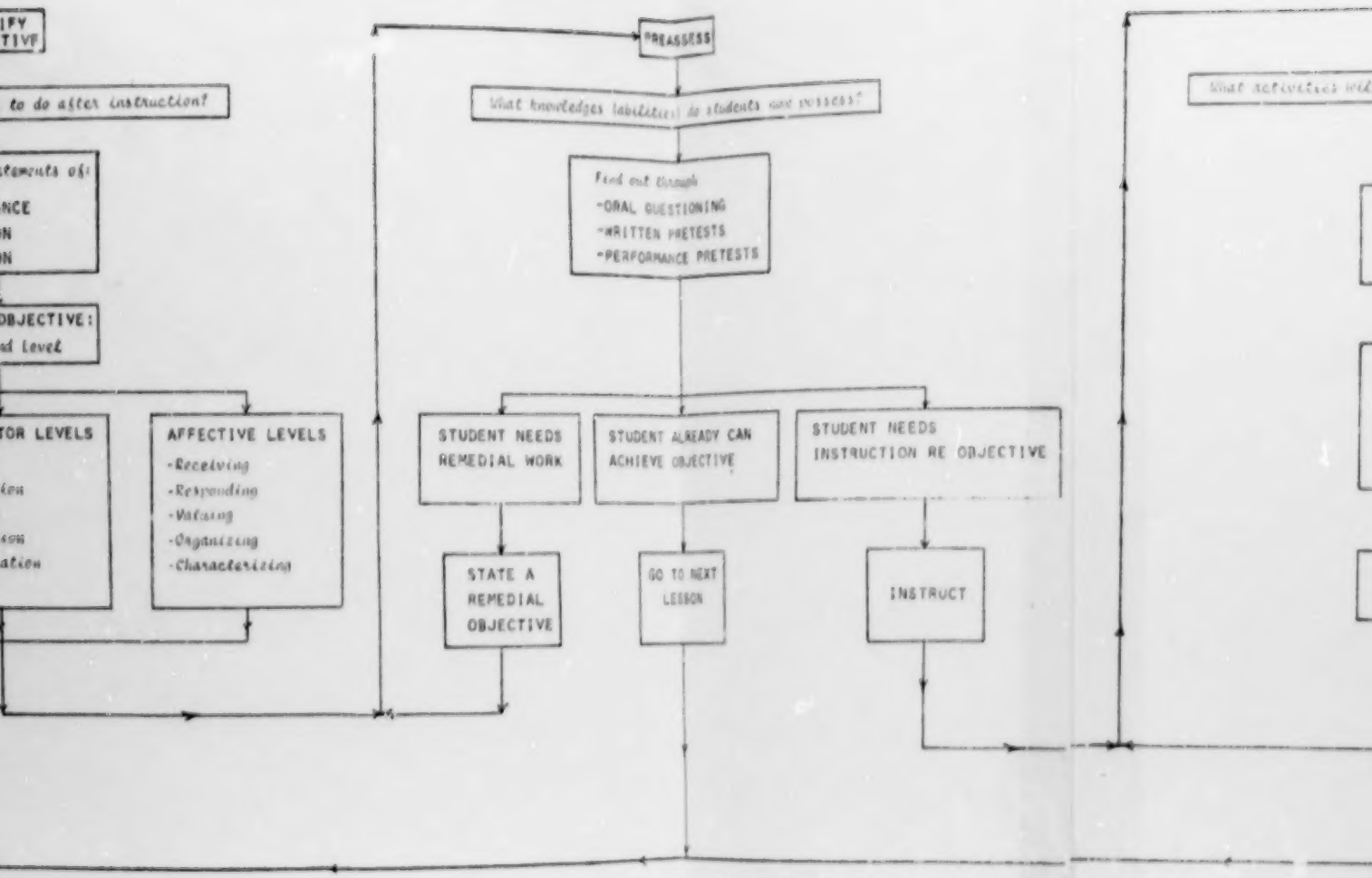
NON-ACHIEVEMENT

REPEAT INSTRUCTION

ACHIEVEMENT

REPEAT PROCESS WITH NEXT OBJECTIVES

by June E. Cooper, Assistant Professor
Division of Vocational Teacher Education
McGill University

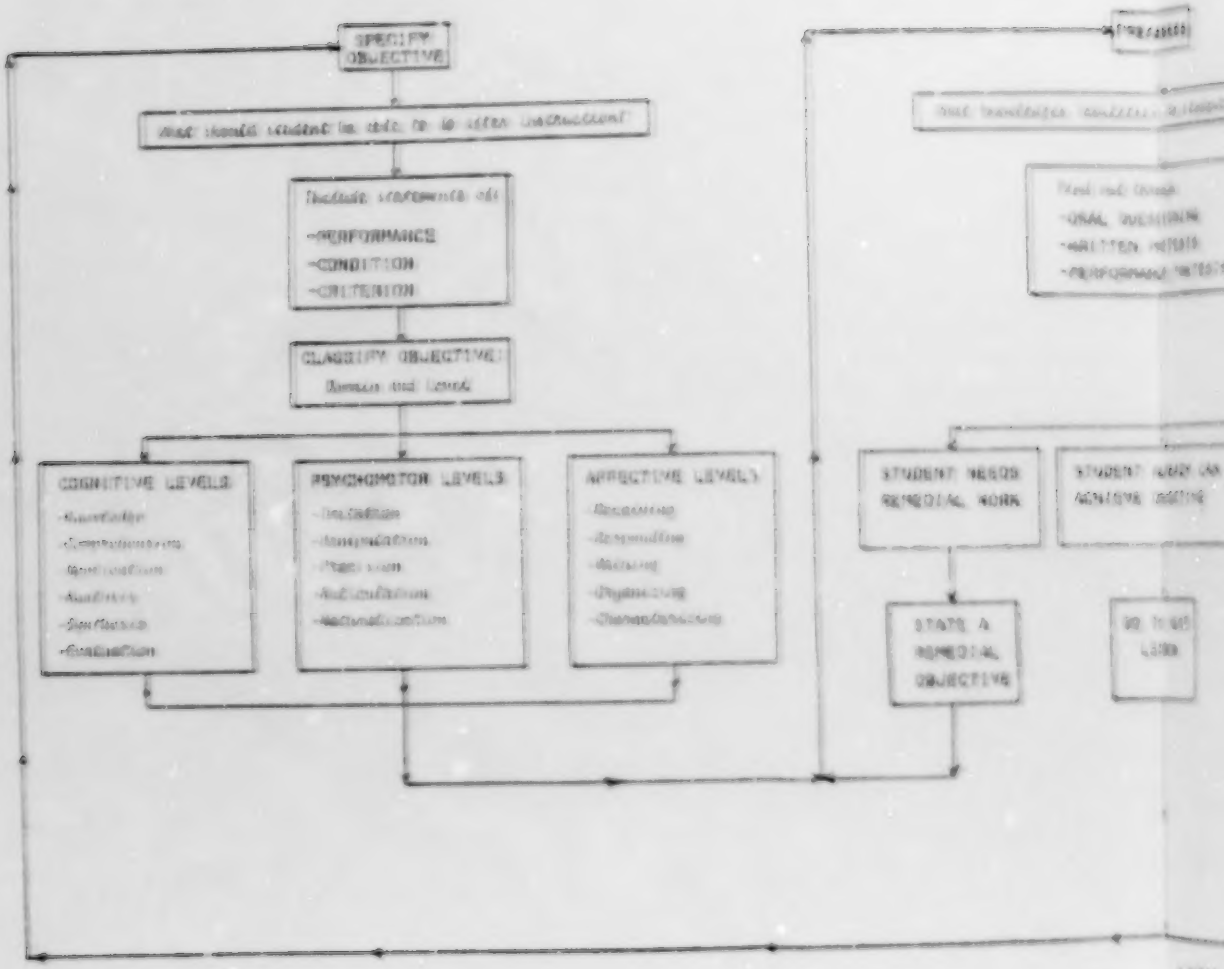


A BASIS FOR LESSON PLAN CONSTRUCTION:

A SYSTEMS APPROACH

... you'll find it gets easier and faster each time!

COMPONENT 1


SPECIFY OBJECTIVE
-PERFORMANCE
-CONDITION
-CRITERION
CLASSIFY OBJECTIVE:
COGNITIVE LEVELS
PSYCHOMOTOR LEVELS
AFFECTIVE LEVELS
STUDENT NEEDS REMEDIAL WORK
STATE A REMEDIAL OBJECTIVE

OPTIONAL

WANT TO REFRESH YOUR STUDY SKILLS?

REFERENCE: ACTIVITY 2 (B) - MODULE II - TEACHING METHODS

NOTE: This is a suggested study procedure you might like to employ in learning <u>any</u> new terms and definitions. To meet the requirements of Activity 2 (B), it is possibly <u>not</u> necessary that you go beyond Step 2.

STEP 1: Read each term and definition until you feel you understand it. Underscore key words and phrases.

STEP 2: Test your knowledge of the <u>terms</u>:
-Cover the terms with a sheet of paper.
-Read the definition.
-Say the corresponding term <u>aloud</u>.
-Put a check mark by any you get wrong.

STEP 3: Test your knowledge of the <u>definitions</u>:
-Cover the definitions with a sheet of paper.
-Say each term and give the fullest possible definition. Say <u>aloud</u>.
-Check each definition for accuracy and completeness, making sure you have included all the key words and phrases.
-Put a check mark by any you get wrong.

STEP 4: If you feel you understand most of the terms, read through them <u>one more time</u>, noting any small details. Test yourself (Steps 2 & 3) within 24 hours and then again within 48 hours. You'll find it gets easier and faster each time!

ACTIVITY 2 (B)

INSTRUCTIONS: Study the following terms and definitions. These have been taken from the chart studied in Activity 2(A).

OBJECTIVE	A result expected at an end to action. In the educational program, objectives can be written for the overall educational program, for a specific course in the program, for units of instruction in a course, and for individual lessons within the units of a course.
PERFORMANCE OBJECTIVE	An action-oriented statement describing what is to be achieved by the students. It contains an observable terminal behaviour, conditions of the performance, and a criterion.
OBSERVABLE TERMINAL BEHAVIOUR	This is the performance part of an objective and describes the specific action the student will be expected to perform--commonly known as the action statement. It is expressed by starting with an action verb--demonstrate, identify, develop, analyze, etc.--and followed by the task; e.g., identify the worn parts of a carburator.
CONDITIONS	The conditions outline the circumstances under which the student will be required to perform the observable terminal behaviour; e.g., describing what equipment, supplies or materials the student will be given to work with.
CRITERION	The criterion part of the performance objective describes the level of mastery or degree of proficiency that must be reached in carrying out the observable terminal behaviour.
CLASSIFICATION OF OBJECTIVES: DOMAINS	The application of a scheme to analyze objectives that helps to insure students have an opportunity to develop all their skills. One of the most popular classification schemes was the one developed in 1956 by a small group of researchers working under the direction of Benjamin Bloom. The scheme developed included three domains: the cognitive domain, the psychomotor domain and the affective domain.
COGNITIVE DOMAIN	Concerned with the acquisition and manipulation of information (knowledges). Pertains to things people know.

PSYCHOMOTOR DOMAIN	Concerned with the development of physiological skills (the manipulation of objects, tools, equipment, etc.). Pertains to things people can do manipulatively.
AFFECTIVE DOMAIN	Concerned with emotions, traits, attitudes, reactions, values and moral judgments. Pertains to things people feel.
TAXONOMIC LEVELS	The levels within each of the domains which move from very simple performances to the more complex. (Refer back to the chart for the listings of levels within each domain.)
PREASSESSMENT	A checking of the students' abilities to achieve specific objectives prior to instruction. There are a variety of preassessment procedures, both formal and informal, available to the teacher. (Refer to chart for examples.) Two specific questions are answered via the preassessment: (1) Can students already achieve the objective? (2) Do students need remedial work?
LESSON INTRODUCTION	Acquaints the students with the specified objective(s) for the lesson, generates student interest and motivates them sufficiently to hold their attention.
LESSON DEVELOPMENT	A procedure to identify the techniques and methods with which to communicate the lesson content to the students. Provides the learning experiences to enable students to achieve the stated objective(s).
LESSON SUMMARY	A means for pulling the loose ends of content together, drawing conclusions, evolving generalizations, reiterating major concepts, etc.
LESSON EVALUATION	The approach for determining if the students have reached the lesson objective(s). The method of evaluation selected should be based on the type of objective the students are trying to achieve. (Refer to chart for examples.)
PRODUCT EVALUATION	Evaluation of an end result or finished product. Demands that the student produce something tangible.
PROCESS EVALUATION	Evaluation of a series of continuous actions that represent the procedure used to achieve the product.

ACTIVITY 2 (C)

INSTRUCTIONS: Write answers to the questions below and on page 14. Then check your answers with the answer key on page 15. (*Use references back to definitions or chart only if necessary.*)

SELF-TEST ON ACTIVITIES 2 (A) AND 2 (B)

1. What are the three parts of a well-written performance objective? (*See definition*)

   _____

   _____

   _____

2. Which part of the objective is expressed by the use of an action verb? (*See definition*)

   _____

3. Which part of the objective indicates the minimum acceptable standard of performance? (*See definition*)

   _____

4. What are the three domains that can be used to classify objectives? (*See definition*)

   _____

   _____

   _____

5. What is the recommended procedure if after preassessment it is determined that the student needs remedial work? (*See chart*)

   _____

6. What is the recommended procedure if after preassessment it is determined that the student can already achieve the lesson objective? (*See chart*)

   _____

7. What are the three recommended parts of the INSTRUCT COMPONENT of lesson plan development as shown on the chart?

   _____

   _____

   _____

(Continued on page 14.)

8. What are three categories of tests that can be used to evaluate lesson objectives? *(See chart)*

_____

_____

_____

9. What is the recommended procedure if after evaluation the student does not achieve the objective? *(See chart)*

_____

10. What are the four main components that are recommended as a basis for the instructional process, including lesson plan construction? *(See chart)*

_____

_____

_____

_____

CHECK YOUR ANSWERS WITH THE "KEY" ON THE NEXT PAGE.

ACTIVITY 2 (C)

KEY TO SELF-TEST

1. Performance (Observable Terminal Behaviour)
   Condition
   Criterion

2. Performance

3. Criterion

4. Cognitive Domain
   Psychomotor Domain
   Affective Domain

5. State a remedial objective and preassess for that objective.

6. Go to next lesson and specify the objective.

7. Introduction
   Development
   Summary

8. Written Tests
   Performance Tests
   Oral Tests

9. Go back to the INSTRUCT stage. Repeat instruction giving additional or alternate kinds of instruction.

10. Objective
    Preassessment
    Instruction
    Evaluation

---

10 questions correct? - *Excellent*

9 questions correct? - *Very Good*

8 questions correct? - *Good*

7 questions or fewer correct? - *May need to review material.*

MODULE II ACTIVITIES

ACTIVITY 3: A TYPICAL MICRO-LESSON ASSIGNMENT

This assignment is typical of a micro-teaching assignment you may expect to encounter throughout the Methods Module of the course. Emphasis is placed on the micro-teaching assignments and the activities below provide an opportunity for you to learn what they generally consist of.

Micro-teaching involves preparing and presenting a short (usually 10 minutes) lesson to a group of your peers. Although short, the lesson is nonetheless a "real" lesson in the sense that you will be teaching your peers an actual segment of your subject area and evaluating their learning. The lesson presentation is critiqued by your peers as well as by the course instructor; it is videotaped for self-evaluation also.

3 (A)

STUDY THE ASSIGNMENT SHEET ON THE NEXT PAGE; IT REPRESENTS A TYPICAL MICRO-LESSON ASSIGNMENT. NOTE PARTICULARLY THE GUIDELINES LISTED.

3 (B)

STUDY THE CHECKLIST ON PAGE 18; IT WILL GIVE YOU AN IDEA OF SOME OF THE CRITERIA THAT MAY BE USED IN JUDGING A LESSON WHICH REQUIRES THAT A DEMONSTRATION BE GIVEN.

MICRO LESSON: DEMONSTRATING A MANIPULATIVE SKILL

Purpose:

This session of micro-lessons gives you the opportunity to present a lesson which will show your ability to plan, organize and effectively demonstrate a manipulative skill.

Assignment:

Choose a lesson topic within your teaching area requiring that a demonstration of a manipulative skill be given. Prepare a lesson plan and present a 10-minute lesson on that topic to your fellow students. (Regard this as a "real" teaching situation; not as a situation where your peers are acting as high school students.)

Guidelines:

1. Check schedule posted in classroom and on corridor bulletin board for the time assigned for your lesson presentation.

2. Be sure the demonstration you choose is compact enough to be presented within 10 minutes. As you must include an evaluation component in the lesson, you may take up to 5 additional minutes, for an absolute maximum of 15 minutes. Your lesson presentation will be timed and cut off at the 15-minute mark.

3. Follow the recommended steps in presenting a demonstration and be sure to include oral questioning of students. Also, be sure to do an evaluation at the end of the lesson to determine whether it was understood by your audience.

4. Where use of special classroom facilities available in the Faculty is required, see instructor 24 hours in advance of your presentation in order to make the necessary arrangements.

5. All lesson presentations will be video taped and you will have an opportunity to privately view a playback and fill in an evaluation sheet. Times for viewing will be posted.

6. You will be assigned to a specific group and all lesson presentations will be evaluated by members of the group as well as by an instructor. Special evaluation forms will be provided for this. (See sample, page 18 of this Module.)

7. Submit your written lesson plan to the instructor upon completion of the lesson presentation.

(Continued on reverse side)

Guidelines (Continued)

8. Copies of the evaluations of your lesson will be given to you prior to your viewing the video tape so that you can consider them with your own evaluation of the lesson.

9. You could be asked to repeat your lesson.

10. Consideration will be given to the evaluations you do of lessons taught by fellow students in your group. You will be expected to show that you can judge the presentations of others fairly and honestly. Your ability to recognize problems and to make helpful suggestions will be one indication of your comprehension of what makes an effective teacher.

ACTIVITY 3 (B)

CHECKLIST FOR A DEMONSTRATION LESSON

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The physical environment was reasonably comfortable	☐	☐	☐	☐
All necessary tools, materials, supplies, and visuals were organized and at hand when the teacher needed them	☐	☐	☐	☐
The teacher defined any new terms which would be encountered during the demonstration	☐	☐	☐	☐
Each step was explained as it was demonstrated	☐	☐	☐	☐
The steps were presented in a logical order	☐	☐	☐	☐
The steps were presented slowly enough that students did not miss key points	☐	☐	☐	☐
Every movement in the demonstration was clearly visible	☐	☐	☐	☐
The teacher could be clearly heard	☐	☐	☐	☐
The teacher talked to the students, and not to the materials	☐	☐	☐	☐
The teacher encouraged questions	☐	☐	☐	☐
The teacher asked key questions throughout to ensure that the students understood the demonstration	☐	☐	☐	☐
The teacher included some activity to summarize the steps and key points	☐	☐	☐	☐

P L E A S E C O M P L E T E *

SUMMARY OF ACTIVITIES

MODULE II - TEACHING METHODS

No.	Activity	Completed
1 (A)	Read excerpts from given text material.	_____
1 (B)	Write advantages and disadvantages of lesson plans.	_____
2 (A)	Study chart on instructional process.	_____
2 (B)	Study terms and definitions relating to chart.	_____
2 (C)	Take self-test.	_____
3 (A)	Read micro-lesson assignment sheet.	_____
3 (B)	Study checklist for a demonstration lesson.	_____

Approximate time to complete module activities_____

YOU MAY NOT HAVE COMPLETED ALL OF THE ACTIVITIES. NOTE BELOW THE REASONS.

Activ. No.'s

_____ *Instructions not clear; not sure what is required.*

_____ *Unable to (or too difficult to) locate references needed to complete activity.*

_____ *Did not have time to complete activity.*

_____ *Not applicable to my vocational area of* _____ *because* _____

_____ *Other; please specify:* _____

_____

*TEAR OUT COMPLETED SHEET AND GIVE TO COURSE INSTRUCTOR DURING FIRST WEEK OF COURSE.

A SAMPLING OF

MODULE III

EVALUATION

MODULE DESCRIPTION

The Evaluation Module is designed to provide you with the necessary competencies to construct and administer--and subsequently correct and grade--your own tests for the subjects you are teaching. You will apply techniques and prepare examples of various test questions found on paper-and-pencil examinations. Similarly, you will develop schemes for evaluating practical work activities and projects.

GENERAL OBJECTIVES

-Apply the terminology used to describe evaluative activities.

-Develop teacher-made tests to evaluate the cognitive domain of student learning and develop approaches to systematically evaluate performance (process and product) in the psychomotor domain.

Analyze through elementary statistical means the results of classroom tests in order to self-evaluate the validity and appropriateness of the measuring means and/or instruction.

MODULE III ACTIVITIES

1 Define terms used in evaluation activities.

2 Write sample questions for teacher-made test.

3 (A) Gather ideas and approaches to psychomotor evaluation.

(B) List down on paper some of preceding ideas and approaches.

NOTE: WHEN COMPLETING EACH ACTIVITY, PLEASE READ THE INTRODUCTION AND THEN FOLLOW THE INSTRUCTIONS OUTLINED IN THE BOXES.

MODULE III ACTIVITIES

ACTIVITY 1: TERMINOLOGY USED TO DESCRIBE EVALUATIVE ACTIVITIES

Evaluation is something unavoidable; it surrounds everything we do or come in contact with. In the evaluation process, a proliferation of terms are used to describe the undertaking. Many terms, while used interchangeably, are often technically distinct.

1

DEFINE THE TERMS LISTED ON THE NEXT PAGE AS YOU PERCEIVE THEM NOW. THEN COMPARE YOUR DEFINITIONS WITH THOSE GIVEN ON PAGE 4 FOR SELF-EVALUATION.*

**AT THIS POINT, DO NOT BE CONCERNED IF YOUR EXPLANATIONS DO NOT AGREE WITH THE DEFINITIONS GIVEN. THE PURPOSE OF THE ACTIVITY IS TO GIVE YOU AN INDICATION OF WHAT YOU MAY ALREADY KNOW ABOUT THE TERMS USED IN EVALUATION ACTIVITIES.*

OPTIONAL

WANT TO REFRESH

YOUR STUDY SKILLS?

HERE IS A HINT FOR COMPLETING AND EVALUATING THE DEFINITIONS IN ACTIVITY 1.

Push yourself to define each term as specifically as possible before looking at the definition on page 5. Then see how similar your answers are to the definitions given. Underline important words which are similar. Note how the given definitions are different from yours. Underline these words in the given definitions; they will indicate a new way of perceiving the term.

ACTIVITY 1 ANSWER SHEET

INSTRUCTIONS: Define the following terms as you perceive them now.

TESTING

MEASUREMENT

EVALUATION

CRITERION

MARKING ON THE CURVE

OBJECTIVE TEST

ACHIEVEMENT

APTITUDE

VALIDITY

RELIABILITY

STANDARDIZED TEST

I.Q. TEST

RATING SCALE

CORRELATION

ACCOUNTABILITY

ACTIVITY 1 CHECK SHEET

TESTING - The process of administering a measuring instrument; e.g., a test.

MEASUREMENT - The quantitative result earned on a test or examination; the data that results from testing.

EVALUATION - A subjective appraisal (qualitative) of the results; interpretation. Personal judgment required.

CRITERION - A predetermined standard or condition established by tradition, external requirements, or personal experience.

MARKING ON THE CURVE - A grading system based on the overall ability of the class members taking a particular course, test, etc.

OBJECTIVE TEST - A measuring instrument consisting of test questions which do not require interpretation in order to be corrected. Is not limited to multiple-choice questions.

ACHIEVEMENT - A measure of one's past ability or accomplishments; what has been learned is measured. A typical teacher-made test measures achievement.

APTITUDE - A measure of one's potential for success in a future learning activity or new area of endeavour.

VALIDITY - The ability of a test to accurately measure what it purports to measure.

RELIABILITY - The ability of a test to provide consistent measures with different, but similar, groups over time.

STANDARDIZED TEST - A test, usually professionally prepared, which is designed to be mass administered year after year. May measure ability (achievement and aptitude), personality or vocational interests.

I. Q. TEST - A standardized test which measures one's ability. Compares one's mental age to his chronological age. May be administered to groups or individuals. (What is the average I.Q.?)

RATING SCALE - A grid used to evaluate (judge) one's written, oral or psychomotor performance in many categories. Usually consists of a series of levels: Excellent, Very Good, Good, Fair, etc.

CORRELATION - The relationship between two or more measures; an indication of how variables may relate to one another. Is not a cause and effect relationship.

ACCOUNTABILITY - Do we measure up?

MODULE III ACTIVITIES

ACTIVITY 2: TYPES OF QUESTIONS TYPICALLY FOUND ON TEACHER-MADE TESTS

A major portion of the Evaluation Module will be devoted to the proper construction of the various objective and subjective type questions typically found on teacher-made tests which evaluate the cognitive domain.

2

WRITE ONE SAMPLE QUESTION FOR EACH OF THE SIX QUESTION TYPES LISTED ON THE NEXT PAGE. THE CONTENT MATERIAL THAT THE QUESTION ASKS SHOULD COME FROM YOUR TEACHING AREA.

ACTIVITY 2 ANSWER SHEET

INSTRUCTIONS: Prepare one sample question for each of the six question types listed below. The content material that the question asks should come from your teaching specialty; for example, if you teach professional cooking, the questions should relate to that subject.

MULTIPLE CHOICE

SHORT ANSWER

TRUE/FALSE

COMPLETION

ESSAY

MATCHING (Include instructions as to how to do the matching exercise.)

MODULE III ACTIVITIES

ACTIVITY 3: EVALUATION OF PSYCHOMOTOR ACTIVITIES

Vocational education is characterized by students performing certain manipulative operations and preparing assignments or projects. To adequately evaluate these activities--which are part of the psychomotor domain--a structured procedure is necessary. Consequently, a scheme for systematically evaluating a student's performance in the technique employed (process) and the final outcome (product) will be developed.

3 (A)

GATHER TOGETHER SOME IDEAS AND APPROACHES YOU HAVE USED OR SOME YOUR VOCATIONAL EDUCATION COLLEAGUES AT YOUR SCHOOL HAVE USED TO EVALUATE A STUDENT'S PSYCHOMOTOR PERFORMANCES. IN OTHER WORDS, ON WHAT BASIS DO YOU OR YOUR COLLEAGUES EVALUATE THE PRACTICAL WORK DONE BY STUDENTS?

3 (B)

LIST SOME OF THE IDEAS AND APPROACHES YOU COLLECT ON THE ANSWER SHEET ON PAGE 8.

ACTIVITY 3 ANSWER SHEET

SUGGESTIONS:

1. As students perform in the workshop, laboratory, salon or classroom, you are continuously observing what they *do* and checking to see if they are *performing* their new skills and tasks correctly. List below, under PROCESS EVALUATION, examples of these techniques, procedures or operations that should be practiced by your students while undertaking their assignments. Certain safe work habits and items of an attitudinal nature may also be listed.

2. Similarly, give attention to what exactly would be evaluated when grading a final project (product). What would be checked or inspected on an assignment handed in? List these items under PRODUCT EVALUATION below.

PROCESS EVALUATION

PRODUCT EVALUATION

PLEASE COMPLETE*

SUMMARY OF ACTIVITIES

MODULE III - EVALUATION

No.	Activity	Completed
1	Define terms used in evaluation activities	_____
2	Write sample questions for teacher-made test	_____
3 (A)	Gather ideas and approaches to psychomotor evaluation	_____
3 (B)	List down on paper some of preceding ideas and approaches	_____

Approximate time to complete module activities_____

YOU MAY NOT HAVE COMPLETED ALL OF THE ACTIVITIES. NOTE BELOW THE REASONS.

Activ. No.'s

_____ *Instructions not clear; not sure what is required.*

_____ *Unable to (or too difficult to) locate references needed to complete activity.*

_____ *Did not have time to complete activity.*

_____ *Not applicable to my vocational area of* _____ *because* _____

_____ *Other; please specify:* _____

_____

*TEAR OUT COMPLETED SHEET AND GIVE TO COURSE INSTRUCTOR DURING FIRST WEEK OF COURSE.

A SAMPLING OF

MODULE IV

ORGANIZATION & MANAGEMENT

MODULE DESCRIPTION

The Organization & Management Module is designed to provide you with information and experiences fundamental to sound administration of workshop and laboratory activities and practices.

GENERAL OBJECTIVES

-Develop approaches to conduct workshops, laboratories or office simulations in a safe and efficient manner.

-Experience topics dealing with the planning and operation of the teaching area with respect to personnel systems, inventory and maintenance, budgeting of supplies and materials, and public relations.

-Prepare instructional materials which encourage student creativity and complement theory and demonstration lessons.

MODULE IV ACTIVITIES

1 List possible public relations activities.

2 Prepare a scale drawing of your teaching facility.

NOTE: WHEN COMPLETING EACH ACTIVITY, PLEASE READ THE INTRODUCTION AND THEN FOLLOW THE INSTRUCTIONS OUTLINED IN THE BOXES.

MODULE IV ACTIVITIES

ACTIVITY 1: PUBLIC RELATIONS

One of the topics to be pursued during the course is how to effectively communicate your instructional program to people in your school and community. The operation of a viable program depends to a large extent on the image it reflects. What can you do to reflect a good program image?

1

LIST POSSIBLE ACTIVITIES THAT YOU AS A VOCATIONAL TEACHER CAN DO TO PROMOTE YOUR COURSES AND PROGRAM. CONSIDER ACTIVITIES WITHIN YOUR DEPARTMENT, YOUR SCHOOL, AND THE COMMUNITY. PLACE AN ASTERISK BY THOSE ACTIVITIES THAT YOU NOW DO. USE THE RESPONSE SHEET ON THE NEXT PAGE. YOUR LIST WILL BE DISCUSSED IN CLASS.

ACTIVITY 1 RESPONSE SHEET

Possible activities to promote my courses and program:

Within the Department

Within the School

Within the Community

MODULE IV ACTIVITIES

ACTIVITY 2: YOUR TEACHING FACILITY

Well-prepared lessons and well-planned activities must be presented in well-organized facilities for the former to be optimally effective and successful. The planning of facilities to enhance efficiency and to provide a safe working environment is a key responsibility of the vocational teacher. As a result, we will be giving attention to planning and/or reorganizing your classroom and workshop facilities.

2

PREPARE A SCALE DRAWING OR ACCURATE SKETCH OF YOUR MAIN TEACHING FACILITY. THE SIZE OF THE DRAWING SHOULD NOT EXCEED 25 X 50 CM AND MAY BE MUCH SMALLER IF WARRANTED. SHOW ON THE DRAWING THE LOCATIONS OF DOORS, WINDOWS, BENCHES, DESKS, CABINETS, SPECIAL FACILITIES, ETC. IT IS NOT IMPORTANT THAT THIS BE AN ARCHITECTURALLY PERFECT DRAWING, BUT RATHER ONE THAT REFLECTS THE OVERALL SHAPE AND CORRECT RATIO AND PROPORTION OF SIZE OF INTERIOR PARTS, EQUIPMENT, ETC., TO THE OVERALL SIZE.

NOTE: THE DRAWING WILL BE USED DURING THE COURSE.

P L E A S E C O M P L E T E *

SUMMARY OF ACTIVITIES

MODULE IV - ORGANIZATION & MANAGEMENT

No.	Activity	Completed
1	List possible public relations activities.	____
2	Prepare a scale drawing of your teaching facility	____

Approximate time to complete module activities _____

YOU MAY NOT HAVE COMPLETED ALL OF THE ACTIVITIES. NOTE BELOW THE REASONS.

Activ. No.'s

_____ *Instructions not clear; not sure what is required.*

_____ *Unable to (or too difficult to) locate references needed to complete activity.*

_____ *Did not have time to complete activity.*

_____ *Not applicable to my vocational area of* _____ *because* _____

_____ *Other; please specify:* _____

_____

*TEAR OUT COMPLETED SHEET AND GIVE TO COURSE INSTRUCTOR DURING FIRST WEEK OF COURSE.

FEEDBACK SHEET
ON
THE LEARNING ACTIVITY PACKAGE

The Handbook you have just worked through is a modified version of a Learning Activity Package (LAP) that is self-instructional in its intent.

We would appreciate your reactions to working with the LAP. Please take a few minutes to complete this feedback sheet.

IN GENERAL:	Yes	No
Do you like working on your own at your own pace?	___	___
Do you like using self-instructional aids such as the Learning Activity Package?	___	___

THE HANDBOOK:

Do you like the design of the Handbook?	___	___
Comment:		
Do you like the way the activities are presented?	___	___
Comment:		
Do you consider the Handbook easy to use?	___	___
Comment:		
Did you like working through the Handbook?	___	___
Comment:		
Would you like to use LAP's as in-service instructional aids for subsequent courses in the vocational teacher certification program?	___	___
Comment:		

PLEASE TEAR OUT FEEDBACK SHEET AND PASS TO COURSE INSTRUCTOR.